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ABSTRACT

A description is given of two experiential preparation programs at East Tennessee State University--the Master of Arts in Teaching (MAT) program and the Danforth Program for the Preparation of School Principals. The MAT program provides students with an avenue for obtaining teacher certification while concurrently earning a master's degree. The emphasis of the Danforth program is on experiential learning opportunities for prospective principals providing future administrators with hands-on experience in schools under the guidance of mentor principals while earning their master's degree. The strength of the two programs is that both are based upon cohort groups which allow participants to draw from experience of fellow students. The unique aspect of the programs is the willingness of students in both programs to participate in the shared experience. The students in the programs are interns at the same time, with the Danforth interns being replaced in their classrooms during released time by MAT interns. Descriptions are given of the types of MAT internships and the advantages and disadvantages of each internship format. The development of the Danforth program is described along with a discussion of its curriculum development and an initial participant evaluation. (JD)

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A SHARED EXPERIENTIAL PREPARATION PROGRAM FOR PRINCIPALS AND TEACHERS AT EAST TENNESSEE STATE UNIVERSITY

PRESENTED TO:

NATIONAL COUNCIL OF STATES ON INSERVICE EDUCATION

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I. Role and Scope

The Master of Arts in Teaching Program

Since its inception in 1911 East Tennessee State University has grown from the normal school, and later a teacher's college to the modern university it is today. The university has maintained a reputable undergraduate teacher preparation program throughout its history. Consistent with this tradition, the Master of Arts in Teaching (MAT) program was initiated to provide students who have bachelor's degrees, but who are not certified to teach in the state of Tennessee, an avenue for obtaining teacher certification while concurrently earning a master's degree.

Persons who are certified in Tennessee are not eligible to enroll in the MAT program. The regular Master of Arts (MA) and, Master of Education (MEd) degrees are available for certified persons who desire to obtain graduate degrees in elementary or secondary education. The MA and MEd. do not lead to teacher certification and no duplication in programs or services exists between the MAT program and any other program within the university.

The MAT program is an integral part of the College of Education and its mission of providing quality educational programs for teachers. Through the MAT Program, students with diverse academic backgrounds are provided an opportunity to interact with graduate education majors, thus enriching the learning environments of both groups. Master of Arts in Teaching students enroll in some of the same professional preparation and foundations of education courses as do graduate education students, thus resulting in a larger cadre of graduate students. The program has an intact academic framework which is flexible

enough to respond to the immediate and long-range need for teachers in specialized academic areas as dictated by educational supply and demand.

Danforth Program for the Preparation of School Principals

The Danforth Program for the Preparation of School Principals was initiated in October of 1986. As a result of diverse expectations and new demands that society is placing upon schools, principals face a new and challenging array of complex issues. Current state legislation, stringent accountability procedures, and the proliferation of regulations governing schools all require principals to possess knowledge of research and skill in leadership beyond that needed even a decade ago.

Recent research on practices of effective schools reinforces the need for strong school leadership by school principals. Faculty members in many universities believe that the opportunity exists to identify and carry out improved practices in the preparation of school administrators.

In this program, the staff of the Danforth Foundation each year works with the faculty of four to five selected universities for eighteen months, in an effort to encourage the faculty to think and to act boldly in developing alternative programs for the preparation of principals in collaboration with practicing administrators in schools. Emphasis of the alternative program is on experiential learning opportunities for the prospective principals. The learnings include the development of knowledge, skills, and attitudes about school leadership through observation, self-paced study, and numerous and varied consultations with university faculty, community leaders, researchers, and practicing administrators. The learning experiences in this program are

directed by a faculty member in each university, assisted by practicing local school administrators, who are selected for their effective leadership and insight into the role of administration and their skill in working with teachers. The university faculty and practicing school administrators work together to assure that the candidates gain a working knowledge, understanding, and skills of the commonly held standards of school principals, and also to assist the candidates to learn through multiple practice events in real school and community environments. The candidates regularly test their ability to place theoretical and textbook learnings into practice and to learn from the consequences. The experiences provided by the university professors, the superintendents, assistant superintendents, and directors are designed to prepare the candidates so that in their first position as a practicing school principal, they will have an understanding of the operation of a school and be able to exert a style of leadership in the school and community beyond that currently in vogue. Such a partnership between universities and schools takes advantage of the practical knowledge held by practicing principals, and it integrates experiences in a school with academic activities at the university, as well as experiences in internships with community leaders.

II. Program Backgrounds

Masters of Arts in Teaching

The Master of Arts in Teaching (Elementary) program began during the summer of 1968. It was initiated as a modified, experimental teacher preparation program patterned after the National Teacher Corps Program of that time. Both programs resulted from a nationwide teacher shortage, particularly in inner city and rural areas. East Tennessee State University is geographically located in rural east Tennessee, but also serves both southwest Virginia and western North Carolina. All of these areas are considered a part of rural Appalachia. The MAT secondary component was approved by the Tennessee State board regents on December 6, 1983, and has been operational since that time. The MAT program has several objectives:

1. To provide students with background knowledge in foundations of education and curriculum practices within the public schools and present to them alternative methods of instruction for use in the elementary or secondary school classroom.

2. To provide students an opportunity to engage in research activities, preferably action-type, and present the findings in a formal paper consistent with research standards within the profession.

3. To prepare students for their teaching internship by providing them with appropriate teaching methods classes in conjunction with a field-based, pre-internship teaching experience.

4. To provide an opportunity for students to specialize in an academic content area normally taught in the public

schools.

5. To provide a supervised, field-based teaching internship within the public schools.

The MAT program capitalizes on the strengths of students who specialized in non-teaching academic areas at the undergraduate level. If a student enrolls full-time, four semesters are required for completion. The program offers three general types of student experience.

1. A summer semester of pre-internship work in psychology and educational methods.

2. Either one full semester or one academic year of a teaching internship concurrent with appropriate seminars.

3. Coursework in an academic area outside the Department of Curriculum and Instruction.

Both elementary and the secondary MAT programs require a total of 48 hours for completion.

The ETSU-Danforth Principal Preparation Program

On October 9, 1989, Dr. Don Gresso, Vice President of the Danforth Foundation visited the ETSU campus. He discussed the concept of the Danforth Preparation Program for Principals with the faculty of the Department of Educational Leadership, Dean of the College, and invited superintendents from Northeast Tennessee. Perhaps the most enthusiastic approval of the concept came when Dr. Gresso emphasized the necessity for collaboration between colleges/schools of education and local education agencies in developing effective preparation programs for school principals. Here, at last, seemed to be the setting for the melding of theory and practice. At this meeting the school system representatives voted unanimously to endorse the concept and urged that ETSU be

selected to implement the program.

ETSU did apply to the Danforth Foundation to be one of the institutions of higher education chosen to implement the third cycle of the Principal Preparation Program. Other institutions such as Georgia State, University of Alabama, and Ohio State had pioneered the first cycle, and the Universities of Indiana, Houston, Massachusetts, Oklahoma and Washington were Cycle II institutions. An announcement was made by the Danforth Foundation about November 1 that the Cycle III institutions were East Tennessee State University, University of Tennessee-Knoxville, Brigham Young, University of Virginia, San Diego State, and City College of New York.

After informing superintendents of public school systems in Northeast Tennessee and Southwest Virginia of the selection, the university initiated plans for publicizing the program and developing procedures and instruments to recruit and select candidates for internship. Instrumental to the program in its incipient stages were the experiences and materials developed by Cycle I and Cycle II institutions.

III. The MAT at East Tennessee State University

Type of Internships

The original concept of the MAT internship program required a one-semester, paid teaching experience. Two interns were designated to fill a given classroom teaching position with one teaching first semester while the other took university classes and at mid year the assignments were reversed. Pay for these teaching interns was established as one-half the salary of a beginning teacher which at that time was $10,000 per year. Thus, an internship position paid $5,000 per year. This arrangement worked well in the beginning when the program was small (5-10 students), students were able to get pre-internship teaching experience, and most elementary schools to which interns were assigned were organized into teaching teams.

Three events occurred which precipitated a change in the internship phase of the MAT program. First, as the program expanded it created a logistical problem in trying to match two interns with a given teaching situation. Every effort was made to match interns in a given school with respect to ability, philosophy and personality. It became more difficult to pair students of comparable abilities, skills, and personalities. Invariably interns were compared within the schools by principals. teachers, and students and outside the school by central office personnel and parents. It was most poignant when an intern of lesser ability or talent and a less effervescent personality followed an intern with multiple favorable characteristics. Children were also affected when required to adjust to a new teacher with different personal characteristics and a different teaching style.

Second, during the fiscal crisis of the mid-1970's many school systems abolished their summer school programs. This left the students without a realistic preinternship teaching experience. Whereas most of the MAT students were more mature than undergraduate teacher education students, many of them had no previous experience in working with children.

Third, most of the schools which were served by the MAT program initially were organized into teaching teams. Interns were assigned as a member of the teaching team and had ample opportunity to interact with experienced team teachers. In addition a team leader served in the capacity of a mentor teacher for the intern. Schools gradually drifted away from the team teaching concept even within the open-spaced schools specifically designed for team teaching. Elementary school classrooms once again became self-contained. High schools in the area had never really abandoned the departmentalized concept; therefore, when the MAT Secondary program was added, classroom situations which required paid interns to assume full responsibility without a mentor teacher appeared. High schools also were more hesitant to allow MAT interns to assume full control of a classroom.

Traditionally the undergraduate teacher preparation program involved a lockstep, one semester teaching experience with prescribed dates and lengths of time for observation, minor classroom duties, small group instruction, single subject instruction and finally assumption of responsibility for the whole teaching day during the last week of student teaching. This format defied what experience had shown in terms of learning and readiness. Thus, an attempt was made to create the type of teaching internship most suitable to the needs of the individual

intern.

Presently the program employs the following internship arrangements in order to maximize teaching opportunities based on students' needs and backgrounds.

1. Full-year paid internships with a consulting teacher.

Interns doing a full-year paid internship with a consulting teacher usually fall in the following categories:

A. Specialized content area such as Art, Music, Science, Math or Foreign language.

B. Accredited Private School with low pupil/teacher ratio.

C. System wishes to reduce pupil teacher ratio, but is not required to do so according to state standards.

D. System wishes to release a teacher with dual certification to teach specialized content area.

Under this arrangement an intern is paid $5,500 per year to assume the function and full responsibility of a classroom teacher and is the teacher of record. On the elementary level the intern is assigned a group of students and a classroom. On the secondary level interns are assigned a particular subject and assume total responsibility for teaching and evaluating students within the class. Interns on the secondary level usually teach three to five classes per day as a full-time assignment. All students teaching under this option receive an Interim Probationary Certificate through the state certification office. These interns will normally have had some experience in working with students such as girls/boys Scouts, Sunday School, YMCA/YWCA, summer camps, teachers' aide, or coaching. They are recommended by

same responsibility as the teacher of record. They are eligible for and receive an interim probationary certificate issued by the state office of certification. Mentor teachers assume a major share of responsibility for these interns, but the interns are also evaluated by university personnel, central office staff, and the principal. Interns in this category receive their probationary year credit toward the career ladder, and upon completion of the MAT program, are classified as an apprentice teacher with one year of experience on the career ladder.

3. Half-year paid internships with a consulting teacher.

Interns doing a half-year paid internship usually fall in the following categories:

A. Specialized content area on the elementary or secondary level.

B. Replacement for a teacher on sick leave or maternity leave, especially when it is known in advance when the teacher will be out.

C. Adjunct teacher to assist a regular teacher such as a group of special needs students.

Interns under this arrangement function very much as would a full-year teaching intern, but only for half a year. It is particularly beneficial to interns who are completing their program during the spring semester and lack only their internship. It might also benefit an intern in his last semester if he completes a fall maternity or sick leave, and, for whatever reason, the teacher fails to return. If the intern has worked out satisfactorily, the system might be inclined to employ the intern as a regular teacher at full

methods instructors and are interviewed by appropriate public school personnel, just as would any beginning teacher. Beginning in Fall of 1988 interns in this category were assigned to a consulting teacher. Whereas the consulting teacher is unable to observe the intern daily, he is available for advice and suggestions. It is the intern's responsibility to seek assistance from the consulting teacher, and implement any suggestions.

In addition, these interns are evaluated by university personnel, central office staff of the public school to which they are assigned and the school principal. Interns who teach all year under the paid internship program get credit for their probationary year under the career ladder program.

Upon completion of the MAT program, they will be classified as apprentice teachers with one year of experience.

2. Full-year paid internships with mentor teacher.

Interns doing a full-year paid internship with a mentor teacher usually fall in the following categories:

A. Part of a teaching team on the elementary school level.

B. As a co-teacher under a special internship arrangement.

C. A replacement teacher for a teaching principal.

D. Specialized member of a teaching team such as an Art or Music teacher.

Under this arrangement an intern is paid $5,500 per year to assume the function of a team member or co-teacher. These interns are not the teacher of record but they do assume the

pay for the remainder of that academic year. Interns do not receive the first year probationary credit under this format, but for professional and legal reasons, they obtain an interim probationary certificate.

4. Half-year paid internship with mentor teacher.

Half-year paid internships with a mentor teacher, usually occur under the following circumstances.

A. A student who is non-certified and has served as a teacher's aide and the school system wishes to keep the employee with the intent of later hiring the individual.

B. A reputable, long-time teacher nearing retirement, who lacks the physical stamina or develops a physical disability requiring some assistance might have an intern assigned to his/her classroom.

C. Interns are hired in a classroom that would normally hire an aide at about the same cost.

Interns in this category obtain interim probationary teacher certification and assume full teaching responsibility under the direction of an experienced teacher. If the system were to hire a teacher's aide, as in the case of a kindergarten class or special education class, then an intern could be hired at about the same cost. Since it is only for one semester, it does interrupt the continuity for the classroom teacher and students, but it usually provides a better qualified individual. Since these interns are certified, they can assume professional responsibilities which an aide could not legally assume. These interns are not eligible for probationary year credit for their teaching.

5. Unpaid internships with mentor teacher.

Interns who do an unpaid internship under a mentor teacher normally fall in the following categories:

A. For personal reasons they request to work under a given teacher.

B. A paid internship is not available at the time, even though the intern may be fully capable of handling it.

C. An intern may not wish to travel the distance from home, which a paid internship might require.

D. An intern may feel his chances for employment might be enhanced if he were able to teach in a given school.

E. A school system or principal might request to have a certain intern.

F. An intern, after having successfully completed his field experience in a given school, might request to do an internship in that particular school.

At the present time, about half of the interns choose to do an unpaid internship under a mentor teacher. In some cases it is a matter of convenience, and in other cases there are no paid internships available in a given subject area or grade level. The pressure is less and the responsibility is not as great in an unpaid mentor-teacher arrangement. Interns teaching under this format do not receive their interim probationary certificate since they are not the teacher of record and are legally under the direction of a certified teacher. They receive no probationary year credit for the semester which they teach.

<u>Advantages and Disadvantages of Each Internship Format</u>

1. Full-year paid with a consulting teacher.

A. Advantages

(1) Intern gets credit for first year teaching on career ladder.

(2) Intern is allowed to try new ideas and different teaching strategies without interference.

(3) Intern is able to learn firsthand what works and what does not work.

(4) Intern is recognized by students and administration as "the" teacher.

(5) Intern earns certification concurrent with master's degree.

(6) Intern earns salary.

(7) Intern has an opportunity to observe changes which occur in students over a one-year span.

B. Disadvantages

(1) Intern has no model teacher.

(2) Intern inevitably has feelings of self-doubt and insecurity.

(3) Intern is required to make all lesson plans, complete all reports, and fulfill other duties required of a regular teacher.

2. Full year paid with mentor teacher

A. Advantages

(1) Intern gets credit for first year on the career ladder.

(2) Intern is allowed to try new ideas and teaching strategies with teacher's approval.

(3) Intern earns certification concurrent with Masters degree.

(4) Intern earns a salary.

(5) Intern has a model teacher to observe and emulate.

(6) Intern does not feel totally responsible for student performance and behavior.

(7) Intern has an opportunity to observe changes that occur in students over a one-year span.

B. Disadvantages

(1) Intern is not always recognized as "the" classroom teacher.

(2) Intern is limited with respect to trying new ideas and different teaching strategies.

(3) Intern feels somewhat restricted.

(4) Intern is not totally sure that classroom control and smooth classroom operation are the result of his or her actions.

3. Half-year paid with a consulting teacher.

A. Advantages

(1) Intern is allowed to try new ideas and different teaching strategies without interference.

(2) Intern is able to learn first hand what works and what does not work.

(3) Intern is recognized by students and administration as "the" classroom teacher.

(4) Intern earns certification concurrent with Masters degree.

(5) Intern earns a salary.

B. Disadvantages

(1) Intern changes disrupt continuity for students

and school administration.

(2) Intern does not have an opportunity to see students over an entire academic year.

(3) Intern required to make all lesson plans and handle other duties as required of other teachers.

(4) Intern does not have a model teacher to emulate.

4. Half-year paid with mentor teacher

A. Advantages

(1) Intern is allowed to try new ideas and teaching strategies with teacher approval.

(2) Intern earns certification concurrent with a Masters degree.

(3) Intern earns a salary.

(4) Intern has a mentor teacher to emulate.

(5) Intern does not feel totally responsible for student performance and behavior.

(6) Intern can assume responsibility gradually.

B. Disadvantages

(1) Intern is not always recognized as "the classroom teacher.

(2) Intern is limited with respect to trying new ideas and different teaching strategies.

(3) Intern feels somewhat restricted.

(4) Intern is not totally sure that classroom control and smooth classroom operation are the result of his or her actions.

(5) Intern does not get career ladder credit.

(6) Intern does not get an opportunity to see

students over an entire academic year.

5. Unpaid with mentor teacher

A. Advantages

(1) Intern earns certification concurrent with Masters degree.

(2) Intern has a Master teacher to observe and emulate.

(3) Intern does not feel totally responsible for student performance and behavior.

(4) Intern can assume responsibility gradually.

B. Disadvantages

(1) Intern is not always recognized as "the" classroom teacher.

(2) Intern is limited with respect to trying new ideas and different teaching strategies.

(3) Intern feels somewhat restricted.

(4) Intern is not totally sure classroom control and smooth classroom operation are the result of his/her actions.

(5) Intern does not get career ladder credit.

(6) Intern does not get an opportunity to see students over an entire academic year.

Conclusions

The internship phase is probably the most crucial aspect of a teacher preparation program. Students routinely report it as being the most beneficial and rewarding part of their teacher training.

In order to have a successful internship program it should include the four components.

The program requires a director with the authority to make decisions regarding admissions, program changes, and internship placement. This person must also be willing to assume responsibility for problems which might arise during the internship. The director should also be willing to experiment and change as needed.

There should be a network of support within the public schools, including superintendents, principals, and supervising teachers. The program should also be flexible enough to change course requirements as needed and respond when internships become available. Finally, the university should have some voice in the selection of mentor teachers.

Most teacher preparation programs were designed for young, inexperienced, undergraduate students embarking upon their first career job. The changing nature of students entering the teaching profession today requires that teacher preparation institutions be amenable to alterations in teacher preparation programs. As second career students return to school with the intention of entering the teaching profession, teacher educators must be cognizant of the maturity, experience and expertise which they possess and must be willing to plan programs and internship experiences appropriate to the needs of these students. For too long teacher preparation programs have been rigid and inflexible. Students, without regard to experience or need, have been required to complete the same teaching experience. If we are to capitalize on the strengths of a different generation of prospective teachers we must tailor our teacher preparation programs to their needs and backgrounds.

IV. The Danforth Program at East Tennessee State University

Development of the Program

One of the early and very important activities was the selection of a Steering Committee. It was decided from the outset that this committee would be a deliberative, decision-making body rather than just an advisory committee. It was important to have a broad spectrum of representation on the committee, including those from both the public and private sectors. Nominations were solicited from school systems, civic clubs, business and industry, the professions, as well as the State Department of Education and university faculty. The Steering Committee, consisting of fourteen members, included four principals, one superintendent, one supervisor of instruction, one director of personnel services, a teacher, a school board member, a dentist, the president of an oil company, the general manager for a city electrical system, a team leader from the SDE, and a university professor. The Chairman of the Department of Educational Leadership and the Assistant Dean of the College of Education serve as ex-officio members. All decisions, other than those of university policy, are brought to the Steering Committee's agenda. The group met monthly while the program was getting started, and now meets bi-monthly.

Another early and important task was to secure from superintendents and their boards, a pledge for granting released time, with pay, for interns selected for the program. Another pledge sought from superintendents was they they would identify and recommend the assistance of able administrators to serve as mentors.

A descriptive brochure was developed and distributed in

volume to all LEA's, to schools, and in shopping malls. Both visual and printed media publicized the program and urged further inquiry about it. The deadline for nominations and applications was February 1, 1989. Nominations/Applications were routed through LEA's central office, where they were screened and then sent to the University.

In cases where there were more than six nominations or applications, the superintendent was asked to screen the group and submit recommendations that the LEA could support. More than sixty nominations/applications were submitted through LEA's to the University. Here, a screening committee, consisting of professors and Steering Committee members, further screened the group, using such criteria as undergraduate and graduate grade point averages; written evaluations for principals, peers, and other professional educators; and performance on the Graduate Record Examination. From this screening a group of twenty-two candidates emerged. This group was brought to campus for a personal interview and an extemporaneous writing activity. The personal interview included elements of the NASSP Assessment Center concept materials. Each of the twenty-two finalists performed well on the selection criteria.

Some LEA's had more qualified candidates than could be provided with a paid leave of absence for the internship. Thirteen positions were committed by LEA's, so that number of potential interns was selected, with others named as alternates. However, when the program actually began in May, there were only nine interns. One of the systems which had committed two interns withdrew its commitment in early May due to "intense pressure brought on the board" by the system's teachers who held principal

certification, and who accused the board of giving unfair advantage to Danforth interns. Another intern withdrew because of the death of his child, and still another withdrew because her spouse took a new job.

The University began work last Spring to identify potential mentor principals who were strongly recommended by their superintendents. They must be willing to devote the time and energy necessary to be a mentor, and to receive university training in developing the knowledge, skills and attitudes necessary to successful mentoring. We were able to train a cadre of nineteen mentor principals from eight school systems. We have had one informal social gathering of the interns and mentor principals. The interns have been given the list of mentor principals and a description and location of their schools. They have been asked to submit a list of three schools in the priority of their preference for beginning their internship. These requests will be screened by the Steering Committee and University Officials and a tentative placement made by November 15. Each intern will then have the opportunity to spend a day with their potential mentor principal to try to determine if the proper chemistry exists to work together. Confirmation of placement will be completed by December 1. On the first school day in 1990, the interns will begin a full semester of internship. They will be on leave, with full pay, from their school systems. Their internships will continue until at least one week after the last day students are present in their host school.

Curriculum Development

The faculty of the Department of Educational Leadership worked hard to develop a new approach to the classroom instruction

component of the Danforth Program. The general approach to curriculum development was the use of instructional modules, flexible time schedules, experiential field activities, active research, and the use of adjunct faculty from other colleges and from the community at large. The course content was structured to emphasize knowledge and skills that were specifically needed in the principalship. A potentially valuable instructional relationship was developed with the Eastman Kodak Corporation in Kingsport, Tennessee. Eastman has an extensive educational program of its own, with strong emphasis on the training of management and supervisory personnel.

The nine interns enrolled in an eighteen semester hour program of instruction over a thirteen-week schedule in the summer of 1989. Instruction was totally in a cohort group with a special classroom used only by the Danforth interns. The first four days of each week were devoted to classroom instruction. Each Friday, however, was used for a field experience for the cohort group. One Friday the group attended a statewide workshop for instructional supervisors; another Friday they participated in the Tennessee Administrators' Leadership Academy, which is mandated for all principals in Tennessee; and on other Fridays they visited a very modern, computerized high school in North Carolina, and an exemplary outdoor learning center at the Baptist Children's Home in Salem, Virginia.

During the current Fall semester the interns are teaching in their respective schools and are enrolled in six semester hours of coursework: a course in Education Law specific to principals, and a practicum/mini-internship in their own school. A university coordinator monitors their practicum/mini-internship experience.

Both the interns and their coordinator have expressed great satisfaction with their fall experience.

Initial Participant Evaluation

The schedule was rigorous and there were complaints the first week or two. However, the interns' assessment of the summer experience rates a strong 4.7 composed on a 5 point scale on an overall evaluation at summer's end. The interns were also asked to summarize their perceptions of the strengths and weaknesses of the Danforth program. A brief summary follows:

Strengths

1. Cohort group experience.
2. Variety and diversity of class presentations.
3. Field experiences.
4. Opportunities to interact with Administrators.
5. Learned the value of time management.
6. Interrelationship of course content.
7. Modeling administrative behaviors by professors.

Weaknesses

1. Heavy load of coursework.
2. Too little time for hands-on-experiences.
3. Different levels of professional development of the interns.

Recommendations for Improving the Program

1. More field trips to school systems and industrial/management centers.
2. Provide one-half day each week to specifically discuss and share experiences and relieve frustrations.
3. More experience with computers.
4. Begin intern orientation prior to beginning of summer intercession.

This information was shared with the Steering Committee, which devoted one session to studying and developing recommendations for the next cycle group.

One highlight of the summer instructional program was the cooperative effort between the two professors teaching supervision and research in guiding the cohort group in developing and implementing a statewide research project. The project dealt with the identification of barriers which confront Tennessee teachers as they attempt to carry out professional development. Another research project identified role behaviors of instructional supervisors in school systems in Northeast Tennessee. A report of the findings of these two research projects was presented by Danforth interns at the annual meeting of Mid-South Educational Research Association meeting in Little Rock, November 8-10, and the National Council of States on Inservice Education in San Antonio, November 17-21. A final proposal was accepted and will be presented at the American Educational Research Association in Boston, April 16-20, 1990.

Conclusions - Expectations

Whether or not each intern will remain the full semester in the same setting is yet to be determined. A significant period of time may be necessary to develop a truly effective mentor-mentee relationship. It may be, however, that there is some value in placing some interns in more than one setting. A part of the training session for mentors was used to have them develop, in small group brainstorming sessions, a listing of experiences and activities they believed were necessary in a principal's training program. The principals also developed a list of the kinds of activities and experiences they believed would be available to

interns in their respective schools.

The mentor principals will not be paid a stipend. They will be guests of the University at selected athletic events, meals, a spring banquet, and perhaps some expense-paid travel to some professional meetings.

Six of the interns will graduate in May, 1990, with a Master's Degree and certification as a principal. The other three will earn the Education Specialist degree and principal certification. The Department of Educational Leadership will continue to work with them in an effort to place them in principal positions for 1990-91.

Will the project be successful in producing a superior candidate for the principalship? The participants, both student and faculty, are cautiously optimistic. One thing is apparent, this is an academically superior group that has specific goals, and they believe they are going to accomplish them. The professors have learned that working with a small, select, active and ambitious group is a challenge, but one they have gladly accepted.

The department is now in the process of recruiting the second group of interns to begin the instructional component in May 1990.

V. The Shared Experience

The strength of the MAT program and the Danforth Program at East Tennessee State University is that both are based upon cohort groups. The cohesiveness of the group forms a bond for support and encouragement, and allows participants to draw from experiences of fellow students.

The unique aspect of the programs is the willingness of students in both programs to participate in the shared experience. The students in the programs will be interns at the same time, with the Danforth interns being replaced in their classrooms by the MAT interns. The MAT intern would serve a Type III internship, which is a half-year internship without a mentor teacher, but which is in the same certification area as the Danforth student being replaced. The interns will receive a stipend of $2,700 for their semester internship, which will begin on the first day of the second semester and end on the last teacher day of the year.

The Danforth intern, who remains teacher of record for Department of Education and system requirements, will be in a local school with a supervising mentor principal. Each intern will be in the school four days per week, Monday through Thursday. On Friday there is a minimum of one-half day in class with the MAT intern, providing active supervision and involvement in the classroom. In this unique construction, all parties benefit from the experience.

First, and most importantly, the MAT intern becomes a self-supporting teacher who is totally involved with the students. The class is his; the intern is not just a "fill-in practice teacher."

His maturity, desire, and practical experience make him an extremely able individual, who, with experience and help from a Danforth intern, will be a more readily prepared classroom teacher.

The Danforth intern also benefits greatly from the experience. He gains valuable supervisory, instructional, and evaluative experience which will further prepare him for the principalship. This is not to be construed as an evaluative relationship with the MAT student. The benefits and ideas developing from the cohort experience will carry over, and both interns will grow from the sharing which occurs. The Danforth intern will be a participant in the active teaching/learning process which should occur in a principal-teacher relationship.

The students, the system, and the community also benefit. The students in these classrooms get a new, fresh perspective from another active and interested adult. The system benefits because it gets a highly trained and uniquely prepared principal for the cost of an MAT intern. Finally, the community benefits because of the willingness of those involved to be active participants in the quest for excellence in our schools.

VI. Acknowledgments

Thanks to Dr. Cecil Blankenship for his information on the MAT program. Dr. Blankenship directs the program at ETSU.

Thanks to Dr. Floyd Edwards for his input on the Danforth Foundation. Dr. Edwards is Assistant Dean of the College of Education and directs the Danforth Program along with Dr. Charles Burkett, Chairman of the Department of Educational Leadership and Policy Analysis, whose help is also deeply appreciated.

Other professors who are deeply involved in the project are Dr. Earnest Bentley, Dr. Howard Bowers, Dr. Hal Knight, Dr. Robert McElrath, and Dr. Russell West. Carolyn Brown, a doctoral intern has also been an instrumental part of the Danforth Program. Thanks go to all of these people.

The Danforth Interns

H. Fred Dobson
Baileyton Elementary School
Baileyton, Tennessee
System - Greene County

Beverley Fifer
Wallace Elementary School
Bristol, Virginia
System - Washington County, Virginia

Patton Gumble
University School
Johnson City, Tennessee
System - Washington County

Cathy Horton
Rock Springs Elementary School
Kingsport, Tennessee
System - Sullivan County

William R. Kind III
Tennessee High School
Bristol, Tennessee
System - Bristol, Tennessee

Stan Kinnett
Daniel Boone High School
Gray, Tennessee
System - Washington County

Charles Smelcer
Mosheim Elementary School
Mosheim, Tennesee
System - Greene County

Steve Sorrell
University School
Johnson City, Tennessee
System - Washington County

Nancy Wagner
Sullivan South
High School
Kingsport, Tennessee
System - Sullivan County